

# Northshore School District

## Mobile Device Task Force

Meeting Agenda and Notes

October 23, 2024

### Agenda

Topic	Big Ideas	Notes and Action Items
Welcome	Introductions	Members present are bolded below
Norms for our work		5 Items on screen (see the slide deck)
Task Force <a href="#">Charge</a>	Understand the work of the task force and the expected deliverables.	<a href="#">Charge</a> is in the folder
State of NSD	Review of current policies across NSD	Started with R&R
Read and Discuss	<a href="#">Banned From School (Seattle Times)</a> <a href="#">The Case for Phone Free Schools (Haidt)</a>	Half of room read Banned, the other half read The Case Shared with partner
Data Gathering	Survey	
Meeting Schedule	Determine Meetings	
Closing		

### Task Force Membership (bold indicates present)

**Krishav Anand**  
**Cass Chinn**  
Matt Edgar  
Laura Erickson  
**Caitlin Escobar**  
**Craig Foster**  
**Jessica Harlow**  
Chris Harrison

**Jen Hernancez**  
**Thomas Higson**  
**Eve Jakoboski**  
**Eric McDowell**  
Erin McKinnon  
Ainsley Oleson  
**Shrita Palla**  
Hadley Prentice

**Jessica Reed**  
**Natalie Rendon**  
**Shelby Reynolds**  
**Kristi Saitz**  
Gena Schwam  
**Jayden Snyder**  
Barbi Taheri

### Notes:

1. Welcome: the group introduced themselves and shared an answer to the prompt "What is one thing that you wish technology would do for you that it doesn't now?"
2. The team shared ideas for norms for working together. The group agreed to the following:
  - a. We treat each other with dignity and respect.
  - b. We listen to understand.
  - c. We engage fully.

- d. We maintain confidentiality.
  - e. We support shared decisions.
3. The team reviewed the [charge](#) for the work ahead. Shelby and Eric answered questions and clarified that this group's primary responsibility would be to shape a policy recommendation for mobile device use. Implementation and specific procedures would come later.
  4. The group reviewed relevant existing policy: Student Rights and Responsibilities and our district Responsible Use Procedure.
  5. The team then reviewed the existing language in the collective bargaining agreement for teaching staff which states that Shared Decision Leadership Teams have the ability to dictate school-based policies around use of personal technology.
  6. The team reviewed a summer and fall informal survey of all school administrators and school handbooks that showed a majority of our schools already have some form of "no cell from bell to bell". Anecdotally, team members shared that this varies greatly from school to school and even from classroom to classroom.
  7. The team reviewed two articles and then partnered up to review the content and share perspectives on cell phone bans and cell phone use with guidance and expectations.
  8. The group discussed how data would be gathered from students, staff, parents, and community. A districtwide survey is being drafted and will be shared in the days/weeks to come. Superintendent Tolley is also offering "Listen and Learn" sessions where this is a topic of discussion.
  9. Eric closed by asking members to think about policy that might make sense, noting that we should think about ways to include students for whom policies may not be a perfect fit - thinking about "inclusion" rather than "exceptions".
  10. Open questions at the end of the meeting included:
    - a. How will students who have needs for non-standard or personalized devices be served in an environment where no personal devices are allowed? Shelby reiterated that students in programs needing devices different than the standard Chromebook would be allocated a device appropriate for their needs.
    - b. How will buses be treated in terms of use of personal devices? Allowed or not allowed? If they are allowed, students should still be held accountable for their proper use.
    - c. How will we teach students important skills like how to use their phones and how to have self control and moderate their emotional state when using their phones? This is a topic related to social emotional learning and would need to be part of instruction with support from counselors and families.